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ABSTRACT

The specific goals of this study were: (1) to develop a survey instrument for both the English and Spanish speaking that would be understood easily and be nonthreatening; (2) through the use of community representatives, select "items" to be included in the questionnaire that would be particularly relevant to the needs and problems of the "disadvantaged"; (3) select only those items to which the college would be capable of responding; (4) to administer the questionnaire to a valid sample of the "disadvantaged" within the Cerritos College District; (5) to meet with those individuals sampled who expressed interest in attending a meeting to talk about the results of the survey; and (6) implement the findings through the offerings of talks, seminars, courses, programs, etc., within the potential of the college's resources. The following procedures were used to identify disadvantaged individuals: (1) use of a voter registration list and knowledge of community workers, (2) canvassing of areas to identify disadvantaged households, (3) administration of questionnaires on a voluntary basis to those persons receiving Christmas food baskets, and (4) interviewing members of the Headstart agency located within the disadvantaged areas and interviewing those at local markets who paid for their merchandise with food stamps. A total of 196 disadvantaged households were surveyed. Results of the survey are provided in detail and tabulated. Appendixes contain the Cerritos College 1972 Community Services Questionnaire, in both English and Spanish, and a map of the Cerritos College District. (DB)

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A COMMUNITY SURVEY OF THE "DISADVANTAGED"

Office of
Institutional Research
Cerritos College
May, 1973

JC 730 133

by

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INTRODUCTION

The general purpose of the present study was to gather specific information concerning the interests and needs of a selected segment of the population of the Cerritos College District. To the authors knowledge, in the past only one comprehensive community survey had been conducted to determine the educational needs of particular segments of the community population. Periodically other small committee studies were carried out to gather information concerning other areas of interest (transportation, drug abuse, health, etc.).

Subsequent to the establishment of the initial Community Services master plan, feedback from the community was channeled through advisory committees. This approach proved to be a flexible and efficient means of determining and responding to community needs. However, it must be emphasized that often times the "disadvantaged" segments of the college district were not able to personally communicate their opinions and needs relative to the issues at hand.

Also, a previous community survey study (1964) designed to assess the needs and interests of the population of the Cerritos District had found that "the biggest difficulty (in sampling) was obtaining an adequate number of the low income groups, since many students (volunteer pollsters) were reluctant to poll in these areas".

In addition, the most recent accreditation report recommended that Community Services develop more programs for the disadvantaged. Although programs have been developed for this segment of the district population, it was found that more information and direct input was necessary in order to respond appropriately.

Therefore the specific goals of the study were: (a) to develop a survey instrument for both the English and Spanish speaking that would be easily understood and nonthreatening; (b) through the use of community representatives select "items" to be included in the questionnaire that would be particularly relevant to the needs and problems of the "disadvantaged"; (c) concerning the aforementioned items select only those to which the College would be capable of responding; (d) to administer the questionnaire to a valid sample of the "disadvantaged" within the Cerritos College District; (e) to meet with those individuals sampled who expressed interest in attending a meeting to talk about the results of the survey; and (f) implement the findings through the offerings of talks, seminars, courses, programs, etc. within the potential of the College's resources.

Method

Development of Survey Instrument

Selection of items for the questionnaire

In order to define the content of each item of the questionnaire there were several meetings with a community committee composed of individuals that were currently working as volunteers in an area that was considered to be one of the most "disadvantaged" in the college district. As a result of these meetings the following items met the criteria of being relevant to the needs and problems of the disadvantaged:

(a) Legal problems --- under this category it was found that the following areas were of particular concern to the "disadvantaged": (1) landlord tenent relations; (2) consumer fraud and protection; (3) traffic citations and related court proceedings; (4) installment credit problems (i.e. wage garnishment, repossession, bankrupcy, homestead act provisions, etc.); (5) disolution of marriage (i.e. alimony, property settlement, unpaid bills, etc.); and (6) family related legal problems.

(b) Insurance --- the community committee mentioned that many individuals in the community were ill-informed concerning the following types of insurance policies: (1) burial insurance (i.e. Is it required by law?); (2) life insurance; (3) health insurance (i.e. eligibility for "MediCal", etc.); and (4) home owners insurance.

(c) Nutrition and Health --- the following areas relating to nutrition and health were selected on the basis that they were of primary importance to members of the community: (1) emergency medical treatment and first-aid; (2) V.D. prevention and treatment; (3) common pediatric health problems, their prevention and care; and (4) nutrition.

(d) Educational Opportunities --- under this category it was found that the following areas were of particular interest: (1) English as a second language; (2) Spanish as a second language; (3) career development and preparation; (4) political sciences and civic responsibilities; (5) course offerings at Cerritos College; (6) services and events at Cerritos College; and (7) special classes for children (i.e. recreational, musical, crafts, etc.).

(e) Senior Citizens --- the committee was of the opinion that the following areas would be of interest to the senior citizens in the community: (1) "Medi-care"and "Social Security"; (2) nutrition and; (3) leisure time activities.

(f) Food --- the committee stated that the principle problem in regard to food was "knowing how to shop economically while still providing an appetizing meal". Thus the following areas were included: (1) low budget cooking; and (2) maximizing your purchasing power through intelligent buying.

(g) Clothing --- under this category the following areas were identified: (1) sewing techniques; (2) knitting; (3) crocheting; and (4) macramé.

In addition to the aforementioned items, two general questions were included to survey community opinion concerning the statements: "What would you like to see added to your community?" and "What do you feel are the three most important problems facing people in your community?". It

was realized that although the college might not be able to directly effect change concerning these questions, it was felt that indirect assistance might come from offering short courses or seminars in areas such as "How To Effect Change In Your Community" and "How To Solve Community Problems".

Determination of Questionnaire Format and Wording

The community committee members felt very strongly that many surveys of "disadvantaged" areas in the past had failed because the questions making up the questionnaires were not worded in a straight-forward concise manner. In addition, the members of the committee felt that the inclusion of certain words could make the questionnaire threatening and therefore a failure. For example the following sentence was considered to include possible threatening words: "Would you be interested in enrolling in a class at Cerritos College to learn more about any of the following items?". It was felt that the word "class" had threatening connotations, in that it implied that a group of students and a teacher would meet formally in a classroom setting for approximately 3 hours per week for 18 weeks. In addition, there would be text books to buy, papers to write, attendance responsibilities and grades. On the otherhand it was the opinion of the community committee that if the sentence read as follows it would not be threatening: "Would you be interested in attending a meeting to talk or find out more about any of the following items?".

Thus, the main objective in developing the format of the questionnaire was to translate into simple nonthreatening language, the previously determined areas and items that reflected the needs and problems of the "disadvantaged". For example, under the category of legal problems, "landlord tenant relations" was changed to "landlord relations"; "consumer fraud and protection" to "how to avoid being taken"; "traffic citations and related court proceedings" to "traffic tickets"; "installment credit problems" to "bill collectors"; and

"disolution of marriage, alimony, property settlement, etc." to "divorce". This same approach was carried out for the remaining categories (see Appendix A).

Selection of the Population to be Sampled

In order to carry out the goal of administering the questionnaire to a valid sample of "disadvantaged" individuals, the term "disadvantaged" needed an operational definition. It was obvious that through the use of the U.S. Census Report for 1970 the basic characteristics of the population of the Cerritos College District could be determined. For instance, geographic locations within the district having high proportions of low income families could be determined through the use of this report. On the other hand it would not be possible to identify individual low income families within these high proportion areas as that information is confidential and not published in the Census reports.

Another problem associated with the use of the 1970 U.S. Census Report was that relative to the geographic areas in question there were many errors concerning basic characteristics of the population. Therefore, through the use of both census tract information and input from the community committee the geographic areas containing a large proportion of the "disadvantaged" were determined (see Appendix B for a map containing the designated areas). Those persons considered to be "disadvantaged" were characterized as having academic, socioeconomic, cultural, or other handicaps that had prevented them from attaining an acceptable standard of living within the community.

Survey Procedure

In order to identify disadvantaged individuals within the designated geographic areas the following procedures were employed: (1) through the use

of a voter registration list and a group of community workers, who were knowledgeable of the disadvantaged families living within the aforementioned areas, the specific location of disadvantaged households were determined; (2) in addition these areas were canvased in an attempt to identify disadvantaged households that did not contain a registered voter; (3) questionnaires were administered on a voluntary basis to those disadvantaged persons receiving Christmas food baskets and; (4) interviews were conducted at the Headstart agency located within the disadvantaged areas and at local markets on food stamp distribution days to those paying for their merchandise with food stamps.

Administering the questionnaire

Questionnaires were administered to disadvantaged persons on a personal basis, in which there was an opportunity for the interviewer to ask questions and obtain clarification in a setting in which a certain degree of confidentiality could be maintained. The interviewers were community workers who had received an orientation in interviewing techniques. In this orientation they learned techniques for establishing rapport, the purpose and content of the survey and, explanation of the follow-up procedures.

Through the aforementioned survey procedures 196 disadvantaged households were surveyed.

RESULTS

In response to the question, "Would you be interested in attending a meeting to talk or find out more about any of the following items?", the item receiving the highest frequency of responses was "Emergencies and First Aid" under the general category "You and Your Health". Following in rank order were:

"How to avoid being taken" (Legal Problems*); "Learning to cook on a low-cost budget or food stamps" (Food); "How to make clothes" (Clothing); "Training for a job" (Educational Opportunities); "How to shop--when to shop" (Food); "Health" (Insurance); "Venereal Disease or Child Disease" (You and Your Health); "How to mend clothes" (Clothing); "Bill Collectors" (Legal Problems); "Life" (Insurance); "Courses offered at Cerritos" (Educational Opportunities); "Landlord relations" (Legal Problems); "Medicare" (Elderly); "How to speak Spanish" (Educational Opportunities); "Services offered at Cerritos College" (Educational Opportunities); "Classes for your children" (Educational Opportunities); "Knitting" (Clothing); "Spare-time activities" (Elderly); "Traffic tickets" (Legal Problems); "Crocheting" (Clothing); "Family" (Legal Problems); "Burial" (Insurance); "Nutrition" (You and Your Health); "Nutrition" (Elderly); "Learning how to vote" (Educational Opportunities); "Home" (Insurance); "Macramé" (Clothing); "How to speak English" (Educational Opportunities); and "Divorce" (Legal Problems). See Table 1.

Compiling the data within the general categories such as "Legal Problems", "Clothing", etc. it was found that the items listed under the general category of "Educational Opportunities" received the largest number of responses (20.2% of the total)**. See Table 2 and Figure 1. Following in rank order, were the general categories: "Legal Problems" (19.4%), "Clothing" (16.2%), "You and Your Health" (13.7%), "Insurance" (11.7%), "Food" (10.9%), and "Elderly" (7.9%). Tables 3 through 9 and Figures 2 through 8 present the relative ranks of the "items" within each general category.

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* Denotes the general category under which the item was listed.

** When making inferences from this method of compiling the data it should be noted that more items were listed under this category than under the other categories. Also, it is apparent that there is a positive relationship between the number of items listed under a particular category and the total number of responses accumulated under that category.

Table 1

Rank Order of Items in Response to the Question, "Would You be Interested in Attending a Meeting to Talk or Find Out More About Any of the Following Items?"

Rank		Frequency of Responses	Percent of total Responses
1	Emergencies and First Aid	129	7.2%
2	How to avoid being taken	110	6.2%
"	Learning to cook on a low-cost budget or food stamps	110	6.2%
3	How to make clothes	98	5.5%
4	Training for a job	91	5.1%
5	How to shop--when to shop	84	4.7%
6	Health	77	4.3%
7	Venereal Disease or Child Diseases	72	4.0%
8	How to mend clothes	68	4.0%
9	Bill collectors	67	4.0%
10	Life	60	3.4%
11	Courses offered at Cerritos College	56	3.2%
"	Landlord relations	56	3.2%
12	Medicare	53	3.0%
13	How to speak Spanish	52	3.0%
14	Services offered at Cerritos College	50	3.0%
15	Classes for your children (dancing, musical, etc.)	49	2.7%
16	Knitting	48	2.7%
17	Spare-time activities	46	2.6%
18	Traffic tickets	45	2.5%
"	Crocheting	45	2.5%
"	Family	45	2.5%
19	Burial	41	2.3%
"	Nutrition (You and Your Health)	41	2.3%
20	Nutrition (Elderly)	39	2.1%
21	Learning how to vote	32	1.8%
22	Home	30	1.6%
"	Macramé	30	1.6%
23	How to speak English	29	1.6%
24	Divorce	23	1.2%
		1,776	100.0%

The next section of the questionnaire requested the respondee to list what they would like to see added to their community. In response to this question, "more parks" received the most write-in responses. Following in rank order from rank two to ten were: (1) "a movie theatre"; (2) "more factories and jobs"; (3) public transit services"; (4) "a roller rink"; (5) "a bowling alley"; (6) "more spare-time activities for children and adults"; (7) "more police protection"; (8) "more stores"; (9) "more educational opportunities"; (10) "more sidewalks, traffic signals, street lights, trees, and city beautification". See Table 10 for a complete listing of all items mentioned.

In reply to the question, "What do you feel are the three most important problems facing the people in your community?", the ten most frequently specified were: (1) "drugs"; (2) "unemployment"; (3) "lack of public transportation"; "adequate housing"; (4) "theft of personal property"; (5) "poverty"; (6) "lack of police protection"; (7) "police brutality"; (8) "lack of communication between peoples of the community"; (9) "need for better education"; and (1) "high rent" (see Table 11).

Lastly, in response to the question, "Would you be willing to attend a meeting to talk about the results of this survey?", one-hundred and twenty-nine stated "Yes", fifty-four "No", thirteen did not respond to the question.

Table 2

Rank Order of General Categories as a Function of Within Item Response Frequency

Rank	Item	Frequency of Response	Percent of Total Responses
1	Educational Opportunities	364	20.2%
2	Legal Problems	350	19.4%
3	Clothing	291	16.2%
4	You and Your Health	247	13.7%
5	Insurance	211	11.7%
6	Food	196	10.9%
7	Elderly	142	7.9%
		1,801	100.0%

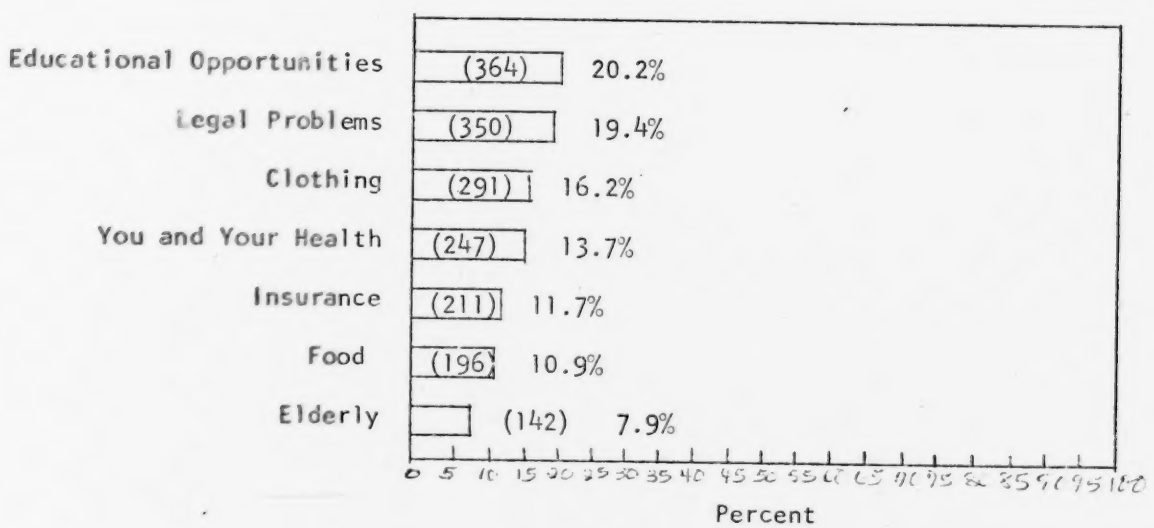

Fig. 1. Number and Percent of responses across general categories.

Table 3

Rank Order of Items Within the General Categories of "Educational Opportunities".

EDUCATIONAL OPPORTUNITIES

Rank	Item	Frequency of Response	Percent of Total Responses
1	Training for a job	91	25.0%
2	Courses offered at Cerritos	56	15.4%
3	How to speak Spanish	52	14.3%
4	Services offered at Cerritos	50	13.7%
5	Classes for your children (dancing, musicals, etc.)	49	13.5%
6	Learning how to vote	32	8.8%
7	How to speak English	29	7.9%
8	Other (tutorial services (1)*, Classes in interior decorating (1), upholstery (1), bookkeeping (1), and computing (1)	5	1.4%
		364	100.0%

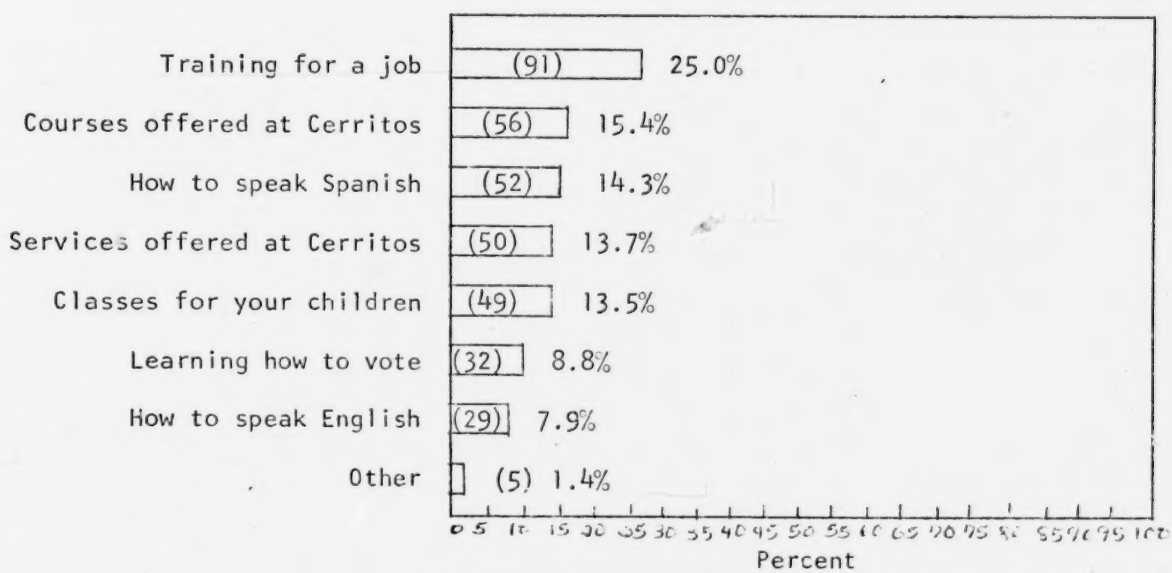

Fig. 2. Number and Percent of responses across items within the general category "Educational Opportunities".

* denotes number of individuals "writing-in" that item.

Table 4

Rank Order of Items Within the General Categories of "Legal Problems".

LEGAL PROBLEMS

Rank	Item	Frequency of Response	Percent of Total Responses
1	How to avoid being taken	110	31.4%
2	Bill collectors	67	19.1%
3	Landlord relations	56	16.0%
4	Traffic tickets	45	12.9%
4	Family	45	12.9%
6	Divorce	23	6.6%
7	Other (Legal aid (2); collection of debts (2)	4	1.1%
		350	100.0%

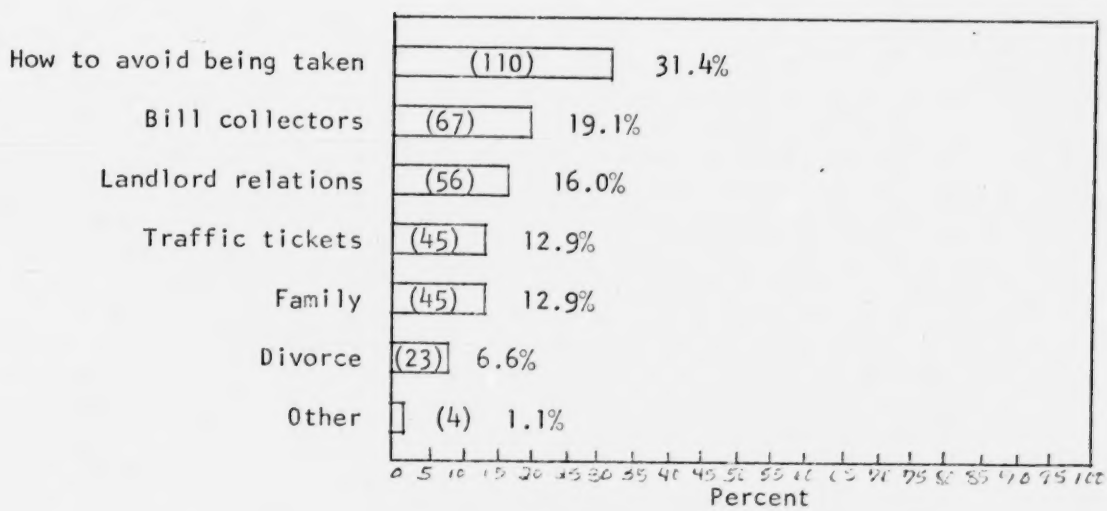

Fig. 3. Number and Percent of responses across items within the general category "Legal Problems".

Table 5

Rank Order of Items Within the General Categories of "Clothing".

CLOTHING

Rank	Item	Frequency of Response	Percent of Total Responses
1	How to make clothes	98	33.7%
2	How to mend clothes	68	23.4%
3	Knitting	48	16.5%
4	Crocheting	45	15.5%
5	Macramé	30	10.3%
6	Other (other crafts (1), how to wash clothes (1)	2	0.6%
		291	100.0%

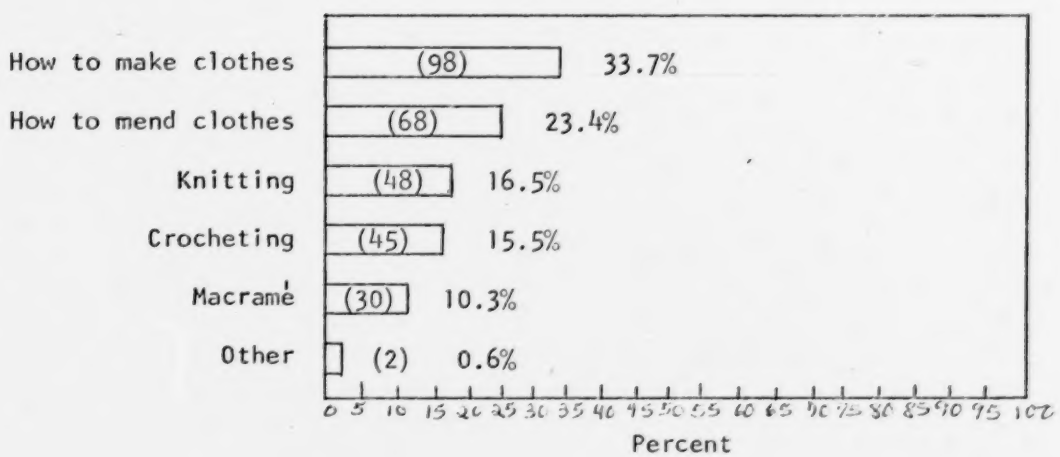

Fig. 4. Number and Percent of responses across items within the general category "Clothing".

Table 6

Rank Order of Items Within the General Categories of "You and Your Health".

YOU AND YOUR HEALTH

Rank	Item	Frequency of Response	Percent of Total Responses
1	Emergencies & First Aid	129	52.2%
2	Venereal Disease or Child Diseases	72	29.2%
3	Nutrition	41	16.6%
4	Other (alcoholism (2), dieting (1), mental health (2)	5	2.0%
		247	100.0%

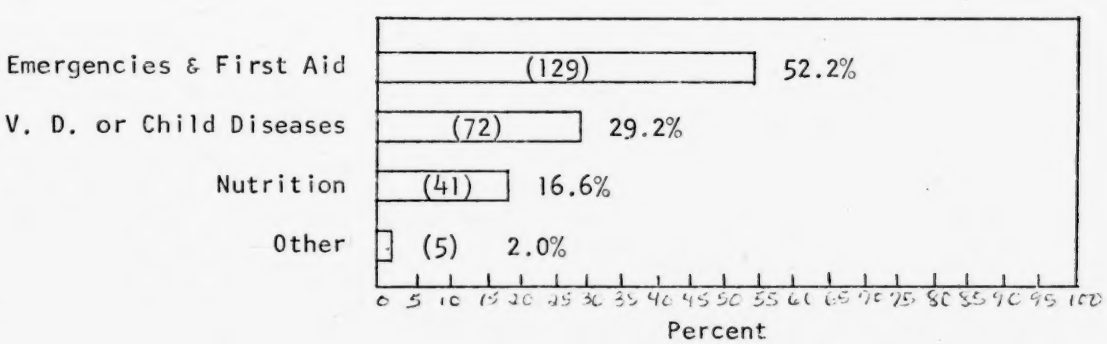

Fig. 5. Number and Percent of responses across items within the general category "You and Your Health".

Table 7

Rank Order of Items Within the General Categories of "Insurance".

INSURANCE

Rank	Item	Frequency of Response	Percent of Total Responses
1	Health	77	36.5%
2	Life	60	28.5%
3	Burial	41	19.4%
4	Home	30	14.2%
5	Other (auto (2), social security (1)	3	1.4%
		211	100.0%

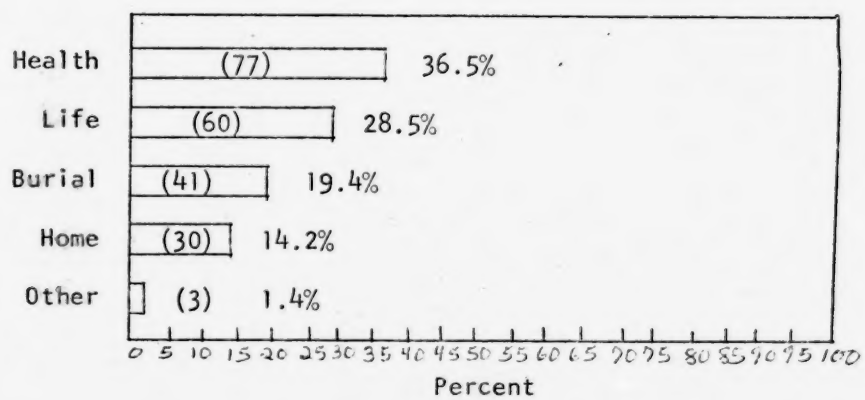

Fig. 6. Number and Percent of responses across items within the general category "Insurance".

Table 8

Rank Order of Items Within the General Categories of "Food".

FOOD

Rank	Item	Frequency of Response	Percent of Total Responses
1	Learning to cook on a low-cost budget or food stamps	110	56.4%
2	How to shop--when to shop	84	43.1%
3	Other (good restaurants (1))	1	0.5%
		195	100.0%

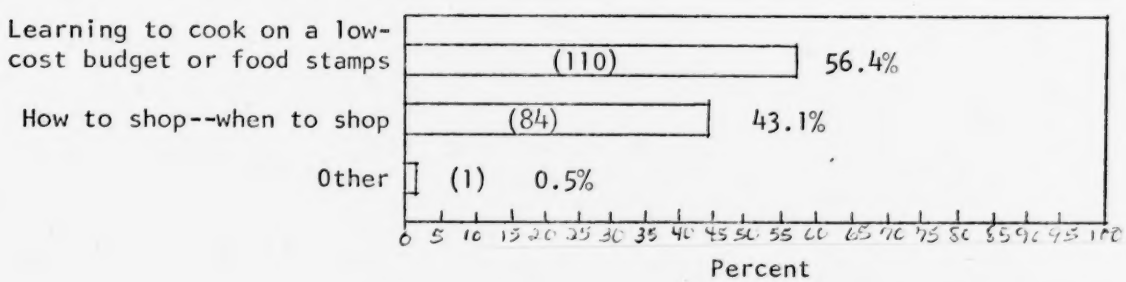
Learning to cook on a low-cost budget or food stamps
(110)
56.4%
How to shop--when to shop
(84)
43.1%
Other
(1)
0.5%
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Percent

Fig. 7. Number and Percent of responses across items within the general category "Food".

Table 9

Rank Order of Items Within the General Categories of "Elderly".

ELDERLY

Rank	Item	Frequency of Response	Percent of Total Responses
1	Medicare	53	37.3%
2	Spare-time activities	46	32.4%
3	Nutrition	39	27.5%
4	Other ("Meals-on-wheels" (1), visiting nurses (1), housing (1), & social security (1)	4	2.8%
		142	100.0%

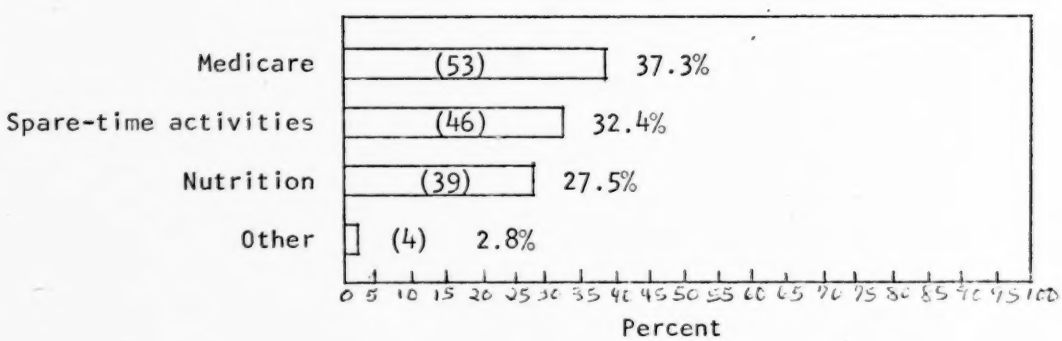

Fig. 8. Number and Percent of responses across items within the general category "Elderly".

Table 10

Rank Order of Items in Response to the Question, "What Would You Like to See Added to Your Community?"

Rank		Frequency of Responses	Percent of Total Responses
1	Parks	58	15.3%
2	Movie Theatre	52	13.7%
3	More factories & jobs	35	9.2%
4	Transit Services (buses)	33	9.0%
5	Roller Rink	30	8.0%
6	Bowling Alley	24	6.3%
7	More spare-time activities for children and adults	23	6.1%
8	More police protection	20	5.3%
"	More stores	20	5.3%
9	Educational opportunities (job training, adult ed., library, English classes)	15	4.0%
10	More sidewalks, traffic signals, street lights, trees, and city beautification	13	3.4%
11	Public swimming pool	9	2.3%
12	Dance hall for teens	7	2.0%
13	Catholic Church	6	1.6%
14	Increased communication with City Hall	5	1.3%
"	Billiards hall	5	1.3%
"	Better schools	5	1.3%
15	Drug Clinic	4	1.0%
16	Child Care Center	3	1.0%
17	Better teachers	2	0.5%
"	Malt shop	2	0.5%
"	Health care	2	0.5%
"	Facility	2	0.5%
18	Adult Movie House	1	0.2%
"	Mission for the needy	1	0.2%
"	Hoby center	1	0.2%
		378	100.0%

Table 11

Rank Order of Items in Response to the Question, "What Do You Feel are the Three Most Important Problems Facing the People in Your Community?"

Rank		Frequency of Responses	Percent of Total Responses
1	Drugs	97	28.0%
2	Unemployment	42	12.1%
3	Lack of public transportation	27	7.8%
"	Adequate Housing	27	7.8%
4	Theft of Personal Property	25	7.2%
5	Poverty	23	6.6%
6	Lack of police protection	22	6.4%
7	Police Brutality	21	6.0%
8	Lack of communication between peoples of the community	17	5.0%
9	Need for better education	11	3.2%
10	High rent	8	2.3%
11	Venereal Disease	6	1.7%
12	Child Neglect	4	1.1%
13	Lack of job training and job placement	3	0.9%
"	Price increases	3	0.9%
"	Emergency Aid	3	0.9%
14	Legal Aid	1	0.3%
"	Stray dogs	1	0.3%
"	School Riots	1	0.3%
"	Lack of senior citizen programs	1	0.3%
"	Better Postal Service	1	0.3%
"	Noise Pollution	1	0.3%
"	Lack of respect	1	0.3%
		346	100.0%

APPENDIX A

CERRITOS COLLEGE

1972 COMMUNITY SERVICES QUESTIONNAIRE

I. WOULD YOU BE INTERESTED IN ATTENDING A MEETING TO TALK OR FIND OUT MORE ABOUT ANY OF THE FOLLOWING ITEMS?

LEGAL PROBLEMS

_____ Landlord relations
_____ How to avoid being taken
_____ Traffic tickets
_____ Bill collectors
_____ Divorce
_____ Family
_____ Other
_____
_____

EDUCATIONAL OPPORTUNITIES

_____ How to speak Spanish
_____ How to speak English
_____ Training for a job
_____ Learning how to vote
_____ Courses offered at Cerritos College
_____ Services offered at Cerritos College
_____ Classes for your children (dancing, musical, etc.)
_____ Other
_____
_____

INSURANCE

_____ Burial
_____ Life
_____ Health
_____ Home
_____ Other
_____
_____

ELDERLY

_____ Medicare
_____ Nutrition
_____ Spare-time activities
_____ Other
_____
_____

YOU AND YOUR HEALTH

_____ Emergencies and First Aid
_____ Venereal Disease or Child Diseases
_____ Nutrition
_____ Other
_____
_____

FOOD

_____ Learning to cook on a low-cost budget or food stamps
_____ How to shop---when to shop
_____ Other
_____
_____

CLOTHING

_____ How to mend clothes
_____ How to make clothes
_____ Knitting
_____ Crocheting
_____ Macrame
_____ Other
_____
_____

II. PLEASE LIST WHAT YOU WOULD LIKE TO SEE ADDED TO YOUR COMMUNITY?

A. _____

B. _____

C. _____

III. WHAT DO YOU FEEL ARE THE THREE (3) MOST IMPORTANT PROBLEMS FACING THE PEOPLE IN YOUR COMMUNITY?

A. _____

B. _____

C. _____

IV. WOULD YOU BE WILLING TO ATTEND A MEETING TO TALK ABOUT THE RESULTS OF THIS SURVEY?

_____ No

_____ Yes

May we have your name and address so we can let you know about the meeting?

NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

CERRITOS COLLEGE

1972 COMMUNITY SERVICES QUESTIONNAIRE

I. ¿Quisiera usted asistir a una junta para hablar o aprender más acerca de cualquiera de los siguientes temas?

PROBLEMAS LEGALES

_____Relaciones con el dueño
_____Fraude
_____Multas de tráfico
_____Acreedores
_____Divorcio
_____Familia
_____Otros
_____
_____

OPORTUNIDADES EDUCACIONALES

_____Como hablar español
_____Como hablar inglés
_____Entrenamiento para los trabajos
_____Cursos ofrecidos en el colegio Cerritos
_____Servicios ofrecidos en Cerritos
_____Clases para los niños (Baile, música, etc.)
_____Otros
_____
_____

SEGUROS

_____De entierro
_____De vida
_____De salud
_____De casa
_____Otros
_____
_____

NECESIDADES DE LOS ANCIANOS

_____Atención Médica (Medicare)
_____Nutrición
_____Pasatiempos
_____Otros
_____
_____

USTED Y SU SALUD

_____Emergencias y ayuda primaria
_____Enfermedades venéreas o enfermedades de los niños
_____Nutrición
_____Otros
_____
_____

ALIMENTOS Y COMIDAS

_____Aprender a cocinar de acuerdo con presupuestos bajos o estampillas para la comida
_____Como ir de compras y cuando hacerlo
_____Otros
_____
_____

LA ROPA

_____Como remendar
_____Como hacer ropa
_____Como tejer
_____Crochet
_____Macramé
_____Otros procesos
_____
_____

II. ¿Cuáles otras cosas quisiera ver añadidas a la comunidad?

A. _____

B. _____

C. _____

III. ¿Cuáles son los tres problemas más importantes en la comunidad?

A. _____

B. _____

C. _____

IV. ¿Quisiera asistir a una junta para hablar acerca de los resultados de este questionario?

_____Sí

_____No

¿Favor de escribir su nombre y dirección para quie podamos notificarle a usted de la junta?

Nombre: _____

Dirección: _____

Ciudad: _____ Zona: _____

APPENDIX B

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 7 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION